

Merced College

TEAM - IEPI SEM INSTITUTIONAL SELF-ASSESSMENT

About This Tool. The SEM Institutional Self-Assessment has been designed as a tool for assessing the current state of strategic enrollment management (SEM) at a college or district. This tool can be used during various stages of SEM development and implementation; for getting started with SEM or evaluating existing SEM progress. Each of the items in the SEM Self-Assessment is organized by the three dimensions in the ASK-SEM Organizing Framework:

Foundation, Approach and Strategies and Practices. These are then grouped into one of the thirteen components found in the Framework to provide a holistic perspective and assessment of SEM. Each set of items in the SEM Self-Assessment provides the bundle of attributes that define the coordinating component and dimension so that the items in the SEM Self-Assessment may be used to assess by component, or more broadly by dimension.

Suggestions for Using This Tool. The SEM Institutional Self-Assessment is best used as a guide for discussion, using the items in the Self-Assessment as prompts to help explore the various aspects of SEM. This should be done with a representative group of various college constituents, as well as the various academic and non-academic units and departments from across the campus. It is critical that there are multiple and varied perspectives contributing to the assessment, and at the same time providing ideas for linking SEM strategies and practices with other institutional strategies and practices.

Instructions: Using the agreement scale provided, respond to each statement in the assessment to describe your college's current state of SEM. Record your responses in the shaded column to the right of the statement, and then note your college's current strengths (e.g., related strategies and practices being implemented that are proven effective), as well as opportunities for improvement (e.g., related strategies and practices that are needed or that need improving).

Likert Type Scale: 3=Agree; 2=SomeWhat Agree; 1=Disagree and 0=I Don't Know

Scales	Ranges
Agree [A]	2.50-3.00
SomeWhat Agree [SWA]	1.50-2.49
Disagree [D]	0.50-1.49
I Don't Know [IDK]	0.00-0.49

	MC Teams Average	MC Teams Response
I. LEADERSHIP AND COLLABORATION		
1. My college uses a SEM leadership group, office or individual to organize, plan and/or track the implementation of strategic enrollment management strategies and practices.	1.88	SWA
2. My college has a shared commitment with all constituent groups to optimizing enrollment (e.g., instructional faculty, support staff & administrators).	2.13	SWA
3. My college has an enrollment management planning process that is integrated with the college's strategic goals, planning cycle, and the budget decision-making process.	1.38	D

	MC Teams Average	MC Teams Response
II. STUDENT-CENTERED BUDGET MODEL		
4. The college/district budget decisions take into consideration my college's SEM goals.	1.00	D
5. Spending at my college is evaluated in part on how well we support student retention, success, and persistence.	1.50	SWA
6. Funding of instructional support efforts at my college takes into consideration "downstream FTES" (FTES generated when students persist in subsequent terms).	0.88	D
7. Instruction and Fiscal at my college work together to determine FTEF allocation needed to meet the college/district SEM goals.	1.38	D
III. INFRASTRUCTURE (POLICY, TECHNOLOGY, & FACILITIES)		
8. When the Office of Instruction (or other oversight entity) at my college reviews room utilization data they include consideration some or all of the following: classroom reallocation decisions based on enrollment, waitlists and fill rates, modality and demand for day/evening classes.	1.75	SWA
9. There is/are software and/or systems that provide information for scheduling facilities as program and course offerings change and the need for greater lab and classroom space emerge, e.g., expansion of labs to prevent enrollment bottlenecks.	1.25	D
10. The policies and procedures at my college support and promote enrollment optimization, e.g., admissions and registration policies and procedures, placement protocols, and graduation application processes.	1.63	SWA
11. The technology at my college is adequate to support and facilitate a smooth enrollment process for students (e.g., registration, website, and education planning).	1.38	D
IV. MISSION-DRIVEN		
12. The SEM goals, strategies and practices align with our institutional mission and goals.	1.00	D
V. DATA-INFORMED		
13. Data are used widely and extensively at my college to establish and measure enrollment goals.	2.00	SWA
14. Data and information are used to assist in scheduling and facilities utilization.	2.13	SWA
15. My college uses key performance indicators, measures and benchmarks to track outcomes of all students, as well as specific targeted student groups.	1.75	SWA
VI. TARGETED ENROLLMENT GOALS		
16. Overall enrollment goals are established and tracked at my college.	1.88	SWA
17. My college has established enrollment goals for targeted student groups, e.g., First year students, basic skills, online, and CTE students.	1.38	D
VII. EQUITY-FOCUSED		
18. My college makes concerted efforts to serve all students equitably in order to close access & achievement gaps.	2.50	A
VIII. SCHEDULING & PROGRAM PATHWAYS		
19. The courses and programs at my college meet the needs of the students, the community, and the job market.	2.13	SWA
20. My college regularly uses course and program demand data for scheduling.	2.13	SWA
21. My college regularly uses course and program success and completion data to demonstrate student improvement.	2.25	SWA
22. My college considers scheduling options to meet the needs of specific targeted student groups.	1.50	SWA
23. My college schedules classes to maximize course-taking efficiency and ensure offerings that meet student needs.	1.63	SWA

	MC Teams Average	MC Teams Response
IX. RETENTION & PERSISTENCE		
24. My college implements scalable strategies and interventions to improve retention and persistence.	1.38	D
25. My college implements retention and persistence strategies and interventions that are specific to the targeted student groups identified in our enrollment goals.	1.25	D
X. STUDENT SUPPORT & SERVICES		
26. The student support services at my college promote student access and success for all students, as well as for targeted student groups.	2.63	A
27. My college provides support to students to help them manage the impact of financial aid policies on their lives, their college experience, and enrollment.	2.25	SWA
28. The instructional and support services instructors and staff at my college regularly engage in discussion about student needs for academic and support services.	2.00	SWA
XI. MARKETING & COMMUNICATIONS		
29. My college uses marketing strategies that promote a positive image in the community to help garner enrollments, and expand external partnerships.	2.13	SWA
30. Marketing and communication strategies at my college are integrated into the SEM planning efforts.	1.00	D
31. My college employs effective means of communication with the students, staff and faculty, and the community.	1.63	SWA
XII. OUTREACH & SSSP		
32. Recruitment efforts at my college help make the matriculation process (e.g., orientation, testing and education planning) smooth for incoming students.	1.75	SWA
33. The admissions policies and practices at my college are regularly reviewed in order to maximize potential enrollments.	1.50	D
34. Placement protocols at my college are regularly reviewed for accurate placement into English, math and ESL.	2.25	SWA
XIII. SUCCESS & COMPLETION		
35. My college regularly assesses the effectiveness our student success strategies.	2.25	SWA
36. My college regularly looks for ways to improve success strategies for targeted student groups.	2.13	SWA
37. Success strategies at my college address the entire student experience/pathway, not just the first year experience.	1.75	SWA